

preserve the landscape and architectural attractions - rivers, hills, palaces, bridges and other facilities.

When designing an individual dwelling, man forms it, in the correspondence with its wide range of not only utilitarian but also the spiritual and social needs. Single-family house has never been a 'roof over your head "or" fortress of the enemy. Buildings housing carries a mandatory reflection of government, political systems and national traditions, the cultural level of the nation, artistic performances and many other social and psychological factors. No coincidence that the archaeological excavations of houses show us the life of bygone civilizations - Ancient Rus, the Roman Empire, the Egyptian Kingdom, etc.

MODERN CONCEPTION OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

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The research of the foreign language teaching methodology develops continuously. Different teaching approaches emerge in an endless stream. In our paper we will examine the contemporary strategy of teaching English through the prism of two approaches: communicative and cognitive. The cognitive approach refers to mental activity including thinking, remembering, learning and using language. It has firm psychological and linguistic theoretical basis and it reveals the cognitive rules. The communicative approach is based on the idea that teaching language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Considering the fact that the main objective of communicative and cognitive teaching a foreign language is the communicative and cognitive competence, it creates a developed ability to perform speech and mental activity while solving real and ideational problems via target language. Based on the above, there are basic principles of the communicative and cognitive approach which help to reach this objective.

The first principle emphasizes that only human speech activity has considerable impact on the foreign language acquisition [3, p. 112].

The second principle observes the propitious conditions for communicative and cognitive teaching. Within this principle students are directed on activation their mental and speech functioning [2, p. 40]. For example, using modelling problem situation with intellectual obstacles which should be solved, requires a student performing such cognitive operations as analysis, synthesis, comparison, generalization, inference.

The third principle concerns creating authentic situations of socialization.

Authentic situations are made due to applying verbal and non-verbal means of communication [5, p. 63].

The fourth principle notices the importance *students' epistemological styles* (*empirical, rational and metaphorical*). These are basically the ways via which a person cognizes the world and acquires knowledge.

The fifth principle deals with *students' linguistic personality development*.

Language provides social life for humans. By means of it a person becomes a part of social consciousness. Interpretation of linguistic personality as a set of cognitive, emotional and motivational characteristics of a person serving a ground of its identity, expressed in language [4, p. 3].

The sixth principle implies that *learning a foreign language influences on the students' worldview formation*. That means that the processes of foreign language learning and worldview development are connected [6, p. 35]. By means of cognitive activity which has three stages: acquisition of information, its incorporation into the mind and its operation in speech, a student develops their outlook and acquisition of language.

The seventh principle shows the importance of *students' knowledge space development*. Knowledge space is defined as a corpus of structured knowledge units: frames, scripts, schemata which are background of the cognitive system of a person. All these units are the concepts of different levels of abstraction and complexity which in the process of cognition a person makes new concepts in their minds [1, p. 203]. Therefore, concepts are "the constructive mental blocks" of the conceptual representation of the world, or knowledge space of a person.

And the last, but not the least, *the eighth principle* says that in the process of learning English language *students' multiple intelligences are developed and applied*. This thought was introduced by H. Gardner who distinguishes such types as: the linguistic, logical-mathematical, visual-spatial, musical, interpersonal, intrapersonal, bodily-kinesthetic and naturalist intelligences. For teaching English language we take into consideration only the linguistic and logical-mathematical intelligences [7, p. 40].

All things considered, the communicative and cognitive approaches of teaching foreign languages are interrelated and connected. The process of acquisition of a language will be more effective and profitable if use both these approaches of teaching, considering all the principles above.

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THE DIVERSIFICATION OF CONSTRUCTION INDUSTRY ENTERPRISES

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Investment as an aspect of the company activity has always been the focus of economic research. In modern terms the investment is an important tool to ensure conditions to overcome the economic crisis, increase the quality of economic activity.

The housing construction is an indicator of the economy, which largely determines both positive and negative dynamics of its development. The construction industry is one of the leading sectors that contribute to the acceleration of GDP growth, employment, budget revenue, and the growth of the national economy as a whole [1].

Investment attractiveness and investment activities of the enterprise or industry which, taken together, represent the investment climate are important for the investor. The investment climate is a combination of different socio-economic, scientific, environmental, political and other conditions formed in several years that determine the extent of investments involvement into the fixed assets of the company [2]. On the basis of the data analysis of the State Statistics Service of Ukraine it can be proved that the financing of construction enterprises is carried out at the average level that is 3-6 months of the year [3], as shown in Figure 1.

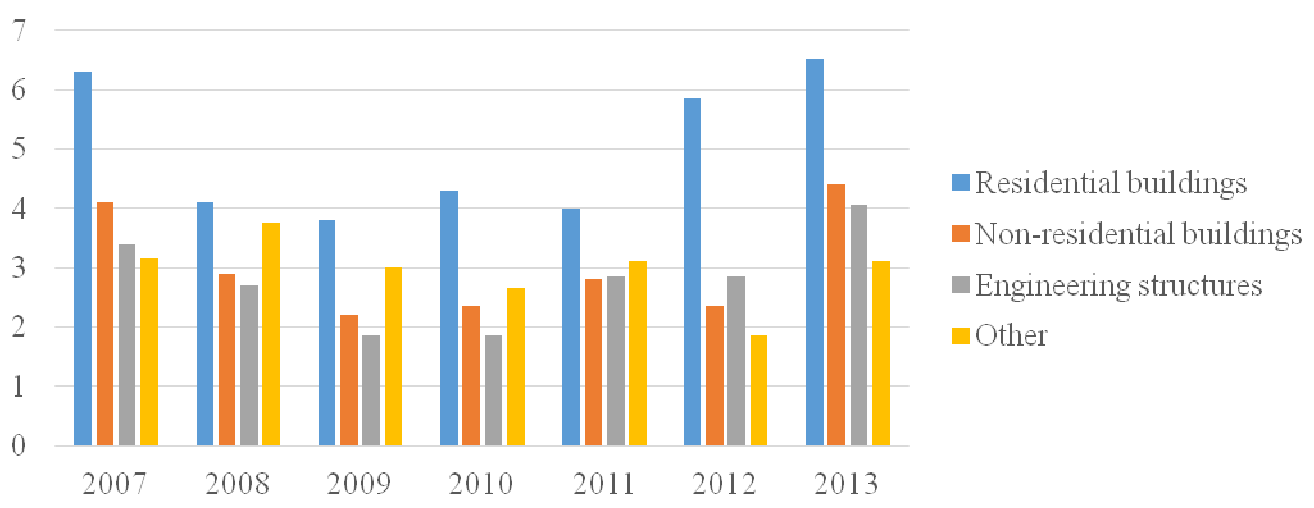


Figure 1. Annual graph of the construction firms orders.

Having analyzed the statistics of the past years, researchers point out a